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News Summary

A 6-month index to The Chronicle begins on Page 89.

Articles on inside pages

New issues have changed the nature of the civil-rights movement, scholars say. Story on Page 6.

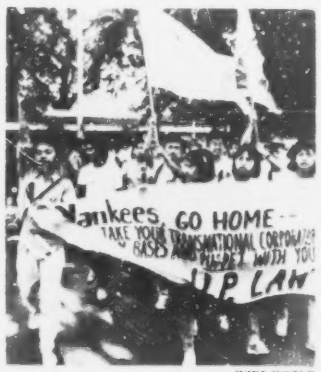
President Reagan's proposal to end the benefits of the New GI Bill has met resistance in Congress. Story on Page 14.

Public colleges in Louisiana are facing criticism of their programs and governance. Story on Page 14.

The Education Department has released its controversial annual "wall chart" of state education statistics. Story on Page 34.

A plan to close the University of Toronto's architecture school has stunned faculty members and students. Story on Page 37.

Philippine students staged a rally (*below*) in Manila to protest American support for President Ferdinand Marcos. Story on Page 37.



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'A STEP FORWARD'

CIA Eases Stand on Research Role; Scholars Cautiously Welcome Shifts

By ANGUS PAUL

The Central Intelligence Agency has made changes in its policies that could result in fewer scholars' having to submit manuscripts for prepublication review and in more scholars' being able to acknowledge publicly the agency's role in their work.

"We have decided that our interest in obtaining the cooperation of this country's scholars and allaying the misunderstandings and suspicions that have grown out of our earlier approach warrants at least some change in our policy," Robert M. Gates, the C.I.A.'s deputy director for intelligence, said in a panel discussion at Harvard University's John F. Kennedy School of Government.

"Accordingly, C.I.A. will henceforth permit acknowledgment of our funding of research that is later independently published by a scholar unless (1) the scholar requests privacy or (2) we determine that formal, public association of C.I.A. with a specific topic or subject would prove damaging to the United States."

The text of Robert Gates's statement on the Central Intelligence Agency's relations with academe begins on Page 26.

Scholars generally welcomed the shift but emphasized that it did not eliminate potential conflicts between academic freedom and C.I.A.-supported research.

The revisions constitute "a step forward," John Shattuck, vice-president for government, community, and public affairs at Harvard, said in an inter-

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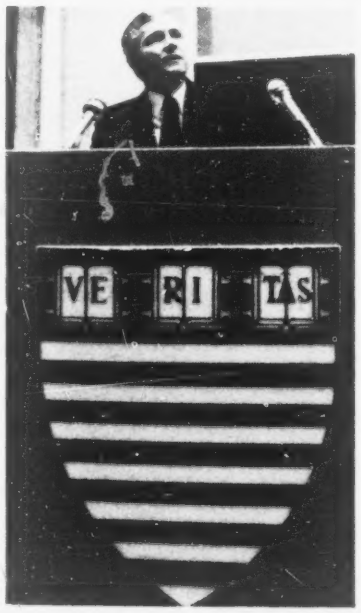


JOE WRINN

CIA's Robert M. Gates at Harvard: "The university cannot prosper and protect freedom of inquiry oblivious to the fortunes of the nation."

Faculty-Salary Systems Are Strained as Colleges Try to Hire and Retain Professors in Competitive Fields

By SCOTT HELLER

University efforts to hire and keep professors in highly competitive fields have brought change—and strain—to faculty salary systems nationwide.

Some institutions are developing new wage scales, similar to those used for medical and law faculties, for professors in business, engineering, and other fields where people are in great demand.

Other institutions, while not establishing formal scales, are directing more money to fewer people, aiming salary funds at departments where professors' wages are falling drastically behind those of their peers elsewhere.

Even unionized campuses, which have traditionally adhered to across-the-board pay schedules, are beginning to include provisions for differential salaries in their collective-bargaining agreements.

Private institutions typically exercise flexibility in paying differential faculty salaries. But at state universities bound by legislative allocations, administrators find themselves walking a fiscal tightrope, trying to pay their marketable professors competitive salaries without alienating those in the office next door.

Deficit Act Is Seen Bringing Campus Layoffs, Lawsuits

Colleges may face lawsuits charging age discrimination following layoffs likely to result from the Gramm-Rudman-Hollings deficit-reduction law, experts say. Story on Page 23.

Battles in Indiana, Washington

Sometimes the tightrope snaps. In recent months, conflict has flared at the University of Washington and at Indiana University at Bloomington, where faculty members have vigorously protested the allocation of money for raises.

Administrators at both campuses distributed most of that money to depart-

Continued on Page 24, Column 1

Governance, Shanties, and Controversial President Divide Dartmouth College

By LAWRENCE BIEMILLER

HANOVER, N.H.

Back in 1963, when Martin Luther King, Jr., gave his "I have a dream" speech and the Beach Boys released "Surfin' U.S.A.," when American military involvement in Vietnam was new and NASA sent Gordon Cooper into earth orbit for 34 hours atop a Mercury rocket, Maurice Sendak published a children's book called *Where the Wild Things Are*. It is about a boy named Max, who sails from his bedroom to the place where the wild things are, and then conquers them and becomes their king.

Now some of the children to whom it was read as a bedtime story in the mid-1960's have grown up to carve an enormous wild thing out of snow on Dartmouth College's green, and this month it served as the centerpiece for the college's annual Winter Carnival. The carnival's theme was a line from Mr. Sendak's book: " 'And now,' cried Max, 'let the wild rumpus start!' "

By the time the wild thing appeared on the green, however, the rumpus at Dartmouth was already well under way.

Some date its beginning to January 21, when a small band of right-wing students took sledgehammers to five plywood shanties that students protesting apartheid in South Africa had erected on the green in November. Others say it began December 17, when an *ad hoc* faculty committee on governance released a report critical of the trustees and of President David T. McLaughlin.

Still others argue that it began last March, when Mr. McLaughlin and the trustees brought the Reserve Officer Training Corps back to Dartmouth over the vehement protests of a faculty that had voted in 1969 to terminate it. And some even go so far as to say it began in 1972, when the college admitted women, or in the late 1960's, when Dartmouth responded to the civil-rights movement by beginning an extraordinarily successful effort to recruit black and American Indian students—and when it started to abandon, however slowly, some of the traditions of the white, male, upper-class institution

Continued on Page 30, Column 1

Ways & Means

When the president of the University of Northern Iowa, Constantine W. Curris, spoke before the Iowa Legislature's Joint Subcommittee on Educational Appropriations recently, he didn't have to worry about keeping the lawmakers' attention. He was carrying a sledgehammer.

A university spokesman said Mr. Curris had been given the sledgehammer by faculty members the previous week. The professors wanted to be sure that the legislators recognized the seriousness of Mr. Curris' request for additional state financing, the spokesman said, adding that the sledgehammer was intended as a device to gain attention, not to punish recalcitrant legislators.

•

Members of the House Education and Labor Committee have recommended that Congress provide at least $7-billion more than the $32-billion President Reagan wants to spend on education and labor programs in fiscal 1987.

"The nation cannot continue to slight education, job training, and social services directed to the poor and working poor merely to achieve arbitrary . . . deficit targets," says the committee's plan, which was sent to the House Budget Committee for consideration when it drafts a budget resolution for the coming fiscal year.

Republicans on the panel had no alternative, but they said they opposed the recommendation. Rep. James W. Jeffords, the education committee's ranking minority member, said that requesting such a large increase "is simply not a defensible or responsible position."

•

It's no secret that relations between the nation's major teachers' unions and the Reagan Administration have long been strained.

In his State of the Union Address last month, for instance, the President made a point of saying that "it wasn't government and Washington lobbies that turned education around." And union leaders have been quick to attack the President's fiscal 1987 budget proposal, which calls for deep cuts in education spending.

That's why many Washington education lobbyists have been chuckling about the Education Department's decision to move its research division into extra space at the Washington headquarters of the American Federation of Teachers (A.F.L.-C.I.O.).

The A.F.T., which owns its office building, submitted the most attractive bid in a competition for the agency's rental contract, according to the General Services Administration.

The research branch, formally known as the Office of Educational Research and Improvement, now is located in a Northwest Washington office building. But the lease there has expired, and the offices must soon be moved.

Government & Politics

Congress Balks at President's Plan to End GI Bill

Reagan calls the program too expensive; defenders say it hasn't had a chance

By CHERYL M. FIELDS

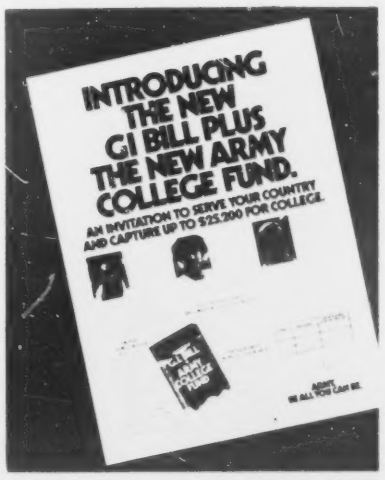
WASHINGTON

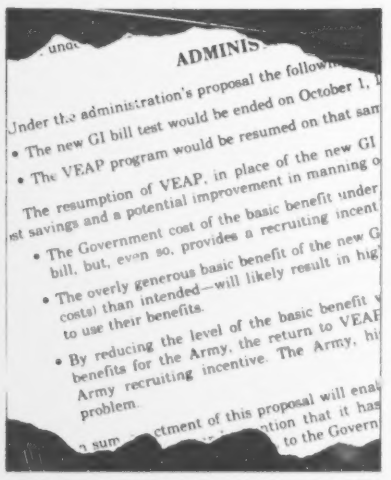
In slick television and print advertisements, young people have been urged since last summer to "Be All You Can Be." But in President Reagan's budget for fiscal 1987, Congress was urged to scrap the program the ads were heralding.

The advertising campaign, sponsored by the U.S. Army, was designed to tell potential recruits of the educational benefits awaiting them under the New GI Bill if they signed up for two-year, three-year, or four-year hitches. Other branches of the military mounted similar efforts.

The benefits cited by the ads are available for recruits who signed up after July 1 and agreed to contribute $100 a month of their own pay for one year. If they enlist in certain "critical occupations" in the Army, they also can participate in a special incentive program, the Army College Fund, that provides even greater educational benefits.

Putting it all together, a recruit who stays in the Army for four years and serves in a critical occupation can amass up to $25,200 for his or her education.




ADMINIS
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• The new GI bill test would be ended on October 1,
• The VEAP program would be resumed on that sam
The resumption of VEAP, in place of the new GI
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• The Government cost of the basic benefit under
bill, but, even so, provides a recruiting incent
• The overly generous basic benefit of the new G
costs) than intended—will likely result in hig
to use their benefits.
• By reducing the level of the basic benefit
benefits for the Army, the return to VEAF
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Advertisements have been touting the New GI Bill, but the Reagan budget proposes to kill it.

The new legislation also authorizes, for the first time, benefits for people without baccalaureate degrees who join the military reserves. If they enlist for six years, they can receive a maximum of $5,040 if they attend school full time, or a maximum of $2,050 if they attend part time. Reservists need not contribute any of their own pay and may begin receiving the benefits almost as soon as they sign up.

President Reagan, in his budget for fiscal 1987, proposed to end the three-year trial of the new program after less than a year—

Shrinking State Support and New Demands for Reform

By LYNN PEEBLES

BATON ROUGE

Louisiana's public colleges are facing increased criticism of the education they provide and the way they are governed.

Many critics are calling for major reforms.

The criticism comes at a time when public higher education in Louisiana, already experiencing its lowest level of state financing in 10 years, is bracing for another round of budget cuts prompted by continuing erosion of the state's oil revenues.

Higher education's problems in Louisiana go beyond a simple shortage of money, however. Shortcomings that were less evident when times were good have been thrown into sharp relief by the current economic crisis, observers say.

Hence the demands not only for more money, but for major reforms.

Advocates of reform believe that some fundamental characteristics of Louisiana's public higher-education system need to be re-examined, including the way the state allocates money to different institutions, overlapping and duplicative academic programs, and the governance structure.

Another concern is whether the leadership exists to bring about constructive changes in the way the state's colleges are run—especially if, as some suggest, such reforms will require tough political decisions such as eliminating programs or institutions, or reorganizing the four boards that share the governance of public higher education.

In some ways, Louisiana has become a victim of its populist traditions. Fifty years ago, in the midst of the Great Depression, Gov. Huey Long created a statewide system of charity hospitals to provide medical care for the indigent and established an early version of Social Security for Louisiana's elderly citizens—programs the state still supports.

Higher-education officials say, and many others in state government agree, that Louisiana can no longer afford to provide services that are carried out in most other states by the federal and local governments.

"The state right now is going through a change of life, and I think we're going to have to look at some of these things we do in the health area and the welfare area and probably begin to eliminate them," says William Arceneaux, Commissioner of Higher Education for the 15-member Louisiana Board of Regents.

"I'm concerned that our state is slipping. . . . I'm convinced the way out is to get ourselves together educationally."

In public higher education, the influence of populism can be seen in the state's policy of low tuition and open admissions. "All you have to have is a heartbeat, and you'll get in," says one observer.

But the goal of keeping a college education cheap and accessible appears to be giving way to the reality of the shrinking state budget and the desire to improve academic quality. Tuition at Louisiana State University, for example, has nearly doubled since the 1981-82 academic year. Beginning in the fall of 1988, L.S.U. will require all entering freshmen to have completed a specified college preparatory curriculum in high school.

To move away from Louisiana's heavy dependence on oil revenues and related income—which provide an estimated 30 to 40 per cent of the state's budget—policymakers are beginning to look at the role that higher education could play in attracting new industries to the state. But critics question whether the public colleges and universities will be able to meet the challenge.

They point to Louisiana's high-school dropout rate, which, at 42 per cent, is one of the highest in the nation. And they note that half of the freshmen entering public colleges and universities need remedial work in at least one major subject.

"I'm concerned that our state is continuously slipping economically and educationally, and just in its own internal spirit," says State Rep. John J. Hainkel, a New Orleans Democrat. "I'm convinced the way out is to get ourselves together educationally. We never did have to be serious about education in Louisiana. You could earn a good bit of money, without being able to read or write, in the oil industry."

•

For a variety of reasons, strong leadership in public higher education appears to be missing, just when it is needed most, critics say.

"Everyone knows we have problems, but no one is really addressing them," says Ruth Miller, who has been a member of the Louisiana State University Board of Supervisors since 1974. "This is so much the way of life in Louisiana, where good ideas wither and die on the vine. We know what

After Less than Year's Operation

before it demonstrates "all it can be," as one critic said.

Saying the higher costs of the new program were unwarranted, Mr. Reagan asked Congress to end the New GI Bill on October 1 and restore the old Veteran's Educational Assistance Program—under which recruits had to contribute more of their pay and received lower benefits.

Supporters of the New GI Bill contend that the Administration's request is premature and have vowed to continue the program. The chairman of the House Committee on Veterans' Affairs, Rep. G. V. (Sonny) Montgomery, Democrat of Mississippi, last week declared the proposal "dead on arrival." And his committee's Subcommittee on Education, Training, and Employment easily approved a bill that would expand the types of educational program for which veterans could use their new benefits.

The benefits can now be used for college and university programs and vocational training. The bill approved last week, HR 3747, would allow them to be used for apprenticeships, other on-the-job training, and flight training, as well. The measure would also permit military personnel to spread out their contributions—paying $50 a month over 24 months—and it would let them recover the amount they paid in if they did not use their benefits within six years of leaving the military.

In the Senate, a spokesman for the Senate Committee on Veterans' Affairs said the committee members' general response to the President's proposal had been that it was "just too soon to end the New GI Bill."

"It's a pilot program," the spokesman said. "We think it has been an effective recruiting tool in the months that it has been running. It is too soon to assess the costs and benefits. The costs are up front; the benefits come later."

Opposed by College Groups

Nine higher-education associations have sent a letter to the House and Senate Veterans and Armed Services Committees opposing the President's proposal.

Said Frank Mensel, vice-president for federal relations of the American Association of Community and Junior Colleges, "We feel that with the purchasing power of student aid declining as it has for the past five years, the GI Bill will more and more be the realistic alternative, the one true

Continued on Following Page

October Reduction of 8.4 Per Cent Is Forecast for Domestic Spending

WASHINGTON

Federal spending on most education programs and other areas not directly related to national defense would be trimmed by about 8.4 per cent in October, if the automatic spending cuts contained in the new deficit-reduction law have to be imposed, the Congressional Budget Office predicted last week.

Spending on defense programs would be reduced by about 6.2 per cent.

Those estimates are substantially more optimistic than other recent projections. Some experts have maintained that spending cuts of up to 30 per cent would have to be made in most domestic programs if the automatic reductions are required.

Under the deficit-reduction law, popularly known as the Gramm-Rudman-Hollings act, automatic spending cuts would be imposed in October if Congress and the President cannot agree on a way to reduce the deficit to $144-billion for fiscal 1987. The automatic cuts are designed to slice an equivalent amount from most federal programs.

The constitutionality of the process used to make the automatic cuts is being challenged in the Supreme Court. A panel of lower court judges ruled recently that the law violated the Constitution's separation of powers by giving the Comptroller General of the United States, an employee of the legislative branch, the power to generate the formulas used to make the automatic cuts. The Supreme Court is expected to rule on the matter by July.

Rudolph G. Penner, director of the C.B.O. issued a report last week that estimated that the federal budget deficit would be about $181-billion in fiscal 1987, which begins October 1.

If the automatic cutbacks do take effect, Mr. Penner said, $17-billion will have to be cut from domestic programs and $18-billion trimmed from the Pentagon's budget to reach the statutory $144-billion ceiling on spending and other requirements of the new law.

The 8.4-per-cent reductions that Mr. Penner said might be necessary would follow spending cuts of 4.3 per cent that are scheduled to take effect March 1.

Official estimates of the deficit are expected to undergo many changes in coming months.

If Congress approves some of President Reagan's proposals to rescind appropriations for certain programs this year, for example, that could cause a drop in the deficit and therefore reduce the size of the automatic cuts needed.

However, other factors, such as changes in the economy, could cause the budget deficit to rise.

—STACY E. PALMER

Add Up to Troubled Times for Public Higher Education in Louisiana

to do; we just don't have the will to do it. I think it's going to take a group of educators who are dedicated to make meaningful changes."

But for now, Ms. Miller says, there appears to be "no one in charge of the educational assembly line" in Louisiana.

Since the days of Huey Long, Louisiana has been a state where the Governor wields tremendous power. Thus, many public university administrators were encouraged when Democratic Gov. Edwin W. Edwards, re-elected in 1984 after serving in the same office from 1971-80, began his term with promises of greater state support for higher education.

The Governor's recent highly publicized trial on federal fraud and racketeering charges, however, has diminished much of his political clout. Although the proceedings ended in a mistrial, Governor Edwards is expected to be retried later this year.

The combination of the state's budget problems and his own legal difficulties have greatly restricted the Governor's ability to be a force for change in public higher education, says one state budget official.

"Historically, he has more or less told the legislature what to do," the official says, "but this time, the Governor is not telling them, and they don't know what to do."

The Governor's problems have put more pressure on the Regents and the management boards of the three state college and university systems. But the very nature of the multi-board system, which costs the state about $10-million a year to operate, has given rise to inefficiencies and power struggles, some observers say.

Under the state Constitution adopted in 1974, the Regents have broad planning and policy responsibilities, such as the review and approval of academic programs, the development of a financing formula, and the review of annual budget proposals submitted by state colleges and universities. Separate boards control the operations of the state's three systems of colleges and universities: the Louisiana State University Board of Supervisors, the Southern University Board of Supervisors, and the

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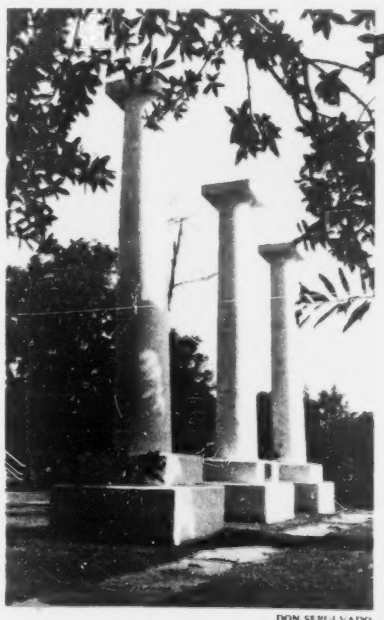
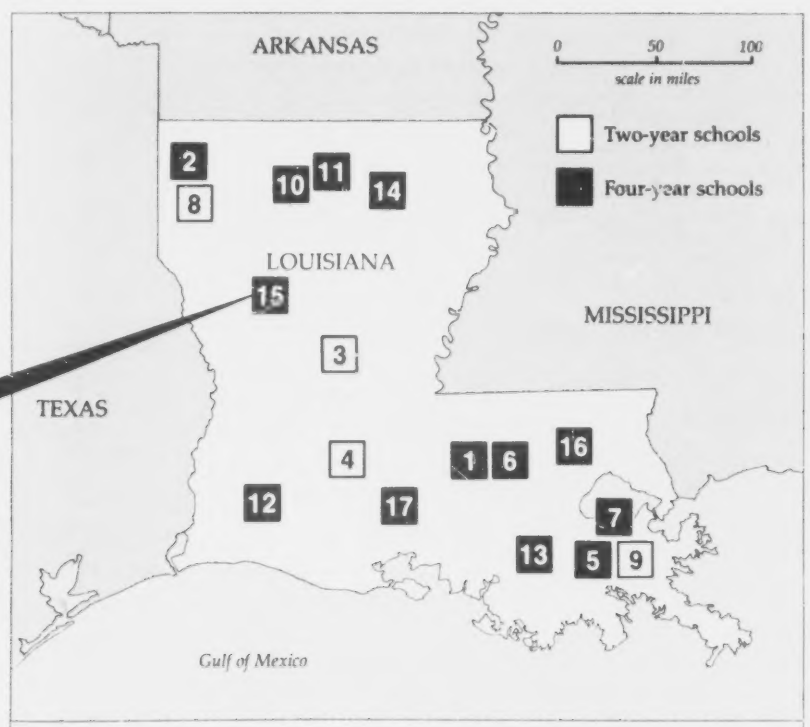


DON SEPULVADO

Columns from a 19th-century mansion that housed what became Northwestern State University are a campus landmark.



Louisiana State University System:
1. Baton Rouge
2. Shreveport
3. Alexandria
4. Eunice
5. University of New Orleans

Southern University System:
6. Baton Rouge
7. New Orleans
8. Shreveport–Bossier City

Board of Trustees Insitutions:
9. Delgado Community College
10. Grambling State University
11. Louisiana Tech University
12. McNeese State University
13. Nicholls State University
14. Northeast Louisiana University
15. Northwestern State University
16. Southeastern Louisiana University
17. University of Southwestern Louisiana

Budget Balancing Puts U.S. Support for Education Research in Jeopardy

By STACY E. PALMER
WASHINGTON

Continued federal support for education research could be in serious jeopardy as Congress begins to grapple with the ramifications of a new law that requires a balanced budget by 1991, several members of the House of Representatives warned last week.

The future of federally backed education research is under particularly intense scrutiny this year, since the law authorizing it expires at the end of September. Until recently, most of the work was supported by the National Institute of Education and the National Center for Education Statistics.

Last July, as part of a major restructuring of the Education Department's research branch, the duties of those agencies were spread among several offices in the Office of Educational Research and Improvement.

At a hearing by the House Subcommittee on Select Education last week, the panel's chairman, Rep. Pat Williams, said education research "is in a lot of trouble because of its past record. It's not on the front burner for the Budget Committee, the Appropriations Committee, or the U.S. Congress."

Added Mr. Williams, a Montana Democrat who is a member of the House Budget Committee: "Some people say we have to have Star Wars. Some people want compensatory education and all kinds of other things. But we have to hit the $144-billion target this year, and something has got to go."

The new deficit-reduction act, widely referred to as the Gramm-Rudman-Hollings law, requires the deficit to be trimmed to $144-billion in fiscal 1987.

The panel's ranking Republican member, Rep. Steve Bartlett of Texas, said the requirement that the deficit be abolished meant that Congress must choose what programs deserve continued support because they are top national priorities. Mr. Bartlett speculated that many lawmakers would be inclined to preserve programs that aid handicapped and disadvantaged children, as well as financial aid to college students, but would choose to eliminate programs that they view as less critical, such as those that support education research.

"It's now a zero-sum game," said Mr. Bartlett. "Money provided for research comes out of dollars for other education programs."

'Core' of Federal Role

However, Education Department officials and witnesses representing education researchers and teachers said renewal of federal education-research activities should be considered one of the nation's top priorities.

Chester E. Finn, Jr., Assistant Secretary of Education for educational research and improvement, said research and statistics represented "the core and the clearest responsibility of the federal government in the field of education."

Mr. Finn said he shared Education Secretary William J. Bennett's conviction that "the American people, equipped with reliable information, accurate data, and solid research findings, can be counted upon to fix their own schools and postsecondary institutions."

Mr. Finn maintained that even if Congress abolished the research branch, it wouldn't save much because the research budget is "less than one half of one per cent of the Education Department's budget." Further, he said, research actually helps save the government money, helping policymakers decide how to make the best use of scarce resources.

At the hearing, Mr. Finn outlined the proposal that the Administration had submitted to Congress to extend the law authorizing the conduct of educational research and the gathering of education statistics.

Organizational Changes

The proposal would incorporate in the law many of the changes made as a result of the new organizational structure of the research branch. In addition, it would:

► Strip the National Council on Educational Research of its policy-making authority and rename it the National Advisory Council on Educational Research and Improvement.

► Require the department to achieve a "balanced portfolio" of educational research produced by the federal network of laboratories and centers and by individuals and institutions.

► Authorize $70.2-million for the research and statistical duties of the department in fiscal 1987. The unit expects to receive about $57-million this year.

Testifying on behalf of the American Educational Research Association, P. Michael Timpane, president of Columbia University Teachers College, said his group generally supported the Administration's proposal but would suggest a spending ceiling of $184-million in fiscal 1987.

Another group of education researchers, represented by the Council for Educational Development and Research, strongly opposed the Administration's bill. Thomas Olson, executive director of the North Central Regional Education Laboratory, one of the nine regional laboratories supported by the federal government, said the bill would lead to the establishment of a "federal research czar" who could use research and statistics to "support the Administration's political or ideological agenda."

Said Mr. Olson: "The proposed amendments strip the department's research and statistics offices of their independence and reorganize them into an advocacy/propaganda unit for the Secretary."

Mr. Olson charged that the proposed bill would make it possible for the Secretary of Education to dictate what kinds of research the regional laboratories and centers could conduct.

Traditionally, Mr. Olson said, the research agendas of the laboratories and centers have been determined through negotiations with the department.

Under the Administration's bill, Mr. Olson said, "the Secretary is required 'to the extent possible' to solicit recommendations and advice about what he wants to fund. But he's not required to pay attention to it."

Ever since the National Institute of Education was created in 1972, it has been criticized for allowing politics to get in the way of some of its research projects.

After the hearing, Laurie Garduque, director of professional and governmental liaison for the A.E.R.A., said she was concerned that the public display of opposing views among education researchers could "make what is now a fragile entity even more vulnerable in an era when resources are scarce."

She said her organization was confident that the Administration's proposal contained enough safeguards to make certain that research would be shielded from political manipulation.

Congress Balks at President's Plan to End GI Bill

Continued from Preceding Page

door of college opportunity for a lot of very needy students and their families."

Underlying the debate is the question of whether the benefits are needed to attract recruits to the military and encourage them to re-enlist.

The Administration said the more costly new legislation was not needed because, under the old program, "the active forces were meeting 100 per cent of their recruiting objectives." More than 90 per cent of the new recruits, the budget noted, "were high-school graduates in the top three test groups. It also appears that participation rates under the new program will far exceed those experienced under [the Veteran's Educational Assistance Program], thus contributing to the program's higher cost."

"The overly generous basic benefit of the New GI Bill," the budget added, "will likely result in highly skilled recruits leaving the service in order to use their benefits."

The Administration estimated that eliminating the new legislation, along with a decline in the number of Vietnam-era veterans eligible for benefits under earlier programs, would combine to reduce the cost of veterans' education, training, and rehabilitation to $665-million in fiscal 1987, down from $1-billion this year and $1.18-billion in fiscal 1985.

The Administration also argued that the Army, which traditionally has the most difficulty in signing up recruits, would not be hurt by the proposal because soldiers serving in critical occupations could still earn extra educational benefits under the Army College Fund.

Last week the Army reported that for the first time in almost five years it had missed its quarterly recruiting goal, signing up 31,900 recruits instead of 32,500. The Pentagon, however, said the shortfall was not significant. It said that other branches of the military had continued to meet their goals, that all branches were recruiting mainly high-school graduates, and that re-enlistment rates "continue to be good."

Called Vital to Recruiting

Proponents contend that the new program will be vital to maintaining recruitment rates.

Congressman Montgomery, one of the prime sponsors of the new legislation, said last week, "Commanders tell us that, in the reserves, the National Guard, and the active-duty forces, the program is bringing in more quality applicants and is improving retention rates."

Rep. Thomas A. Daschle, Democrat of South Dakota and chairman of the House subcommittee on veterans' education, echoed Mr. Montgomery's view. The program will turn out to be worth the higher costs, he said.

"The New GI Bill was developed to counter an improving unemployment picture and a declining pool of eligible young recruits which, in tandem, had already begun to drain recruiting capabilities," Mr. Daschle contended.

"Its cost will be offset several times over by participants paying taxes on higher incomes and by reductions in bonus pay and training costs. The Administration knows all of this."

Added Mr. Mensel, "We think the New GI Bill makes sense for a lot of reasons. With the declining high-school population, industry, colleges and universities, and the military will be competing more for the same stream of youths.

"The New GI Bill provides a way all three communities can capitalize on the same talent. An able young person could take a full academic load of 12 hours, hold a full-time job in a high-tech industry, and serve in a local reserve unit and collect $140 a month in education benefits plus drill pay."

According to some estimates, about 70,000 new members of the active-duty forces have joined the new program since last July, and more than 13,000 members of the reserves and National Guard have applied for education benefits.

An additional 800,000 military personnel who are still eligible for benefits under the earlier Vietnam-Era GI Bill can retain half of the benefits they already have earned and earn the full benefits of the New GI Bill if they remain in the service through 1989.

Firm figures on how many recruits have been attracted to the military by the new benefits, and how many recruits are of higher caliber than in the past, are almost impossible to come by. But Representative Daschle noted that Army spokesmen had testified that in the first three months in which the New GI Bill was in effect, the Army had enlisted 1,541 more young men who scored in the two top categories on the military aptitude test than it enlisted in the corresponding quarter of fiscal 1984.

The Army Reserve credits the New GI Bill with influencing the 130-per-cent increase in the enlistments of men scoring in the top categories in the last three months of fiscal 1985, Mr. Daschle added.

How Educational Benefits Compare Under Old and New GI Bills

	Veteran's Educational Assistance Program	Old Army College Fund	New GI Bill	New GI Bill with New Army College Fund
4 years of service, or more				
Individual contribution	$2,700	$ 2,700	$ 1,200	$ 1,200
Government contribution	5,400	5,400	9,600	9,600
Bonus	—	18,300	—	14,400
Total benefit	8,100	26,400	10,800	25,200
3 years of service				
Individual contribution	2,700	2,700	1,200	1,200
Government contribution	5,400	5,400	9,600	9,600
Bonus	—	12,000	—	12,000
Total benefit	8,100	20,100	10,800	22,800
2 years of service				
Individual contribution	2,400	2,400	1,200	1,200
Government contribution	4,800	4,800	7,800	7,800
Bonus	—	8,000	—	8,000
Total benefit	7,200	15,200	9,000	17,000
Military reservists	—	—	5,040	—

SOURCE: DEPARTMENT OF THE ARMY

Bennett Appoints Chairman, Adds 5 to Advisory Panel on Accreditation

WASHINGTON

Education Secretary William J. Bennett has named five new members and designated a new chairman of the Education Department's 15-member National Advisory Committee on Accreditation and Institutional Eligibility.

The Secretary is required to publish a list of recognized agencies responsible for accrediting higher-education institutions and programs. The committee advises the Secretary on approving those agencies.

Earlier this month Mr. Bennett told a Senate panel he was concerned that the criteria the department uses to evaluate agencies may be inadequate.

He said he would ask the committee to review the criteria and consider revising them.

The Secretary also designated Ronald W. Roskens, president of the University of Nebraska, as the committee's new chairman. Mr. Roskens has been a member of the panel since 1983. The new committee members, whose terms expire September 30, 1988:

Norine L. Fuller, executive director, Fashion Institute of Design and Merchandising.
John W. Harris, professor of religion and psychology, David Lipscomb College.
James R. Hicks, sales manager, Panasonic Corporation, Hueytown, Ala.
John F. Mueller, education program and evaluation specialist, Wyoming State Department of Education.
Donald M. Stewart, president, Spelman College.

In Federal Agencies

Budget rescissions. The Office of Management and Budget has published a list of the rescissions and deferrals of fiscal 1986 appropriations requested by President Reagan for the Departments of Agriculture, Education, Energy, and Health and Human Services (*Federal Register*, February 18, Pages 5,830-966).

Education data. The Department of Education has published a list of data-collection activities, approved by the Office of Management and Budget before February 15, that federal agencies will use to gather education-related information during the 1986-87 academic year (*Federal Register*, February 20, Pages 6,160-3).

Bennett Cites Rise in Test Scores as Evidence that Move to Raise Standards Is Working

By JEAN EVANGELAUF
WASHINGTON

Secretary of Education William J. Bennett says a rise in college-entrance test scores represents "tangible evidence that the movement to raise academic achievement standards and restore discipline is showing results."

In issuing his department's annual table of "State Education Statistics" last week, Mr. Bennett credited students, teachers, parents, and the states with the success.

The federal government's role in academic achievement was to create the climate for reform, he said, adding that it had accomplished that through President Reagan's personal involvement in the issue and by publishing the report *A Nation at Risk*.

This is the third year in which the department has issued its controversial state-by-state statistics table, which is known locally as "the wall chart." The two performance "outcomes" it displays are test scores and high-school graduation rates. The 10 "resource inputs" relate to elementary and secondary education and include average teacher salaries and teacher-student ratios.

The table includes statewide average scores on the American College Testing's A.C.T. Assessment or the College Board's Scholastic Aptitude Test, depending on which was taken by more students.

Criticized by Testing Groups

Spokesmen for both of the testing services have criticized the use of the scores to indicate educational quality. American College Testing does not make its statewide scores generally available. The Education Department contacted individual state education agencies for those figures.

Said David S. Crockett, A.C.T.'s vice-president for public affairs, "We object to the misinterpretations that result from cross-state comparisons."

The table includes a column labeled "President's Challenge: Test Score Gains to Meet President's Goal." That refers to President Reagan's desire to regain at least half the test-score losses since the 1960's by 1990.

Last year 19 states had gains that, if repeated annually, would meet that goal, Mr. Bennett said. The District of Columbia and Georgia have already recovered their losses.

Last year 35 states registered gains in test scores. Nationwide, scores on both of the tests rose in 1985.

Mr. Bennett said his department's analysis indicated that test scores and graduation rates have a "moderately strong" association, and that states with more stringent graduation requirements tended to have lower-than-average dropout rates.

"Clearly, raising standards and expectations for everyone means everyone benefits," he said.

Mr. Bennett said that class size has a "modest" association with scores and that educational expenditures have a weak correlation with scores. "It's much more important how you spend your money than how much you spend," he said.

Mr. Bennett was reluctant to explain conditions in individual states, however. Florida, which has promoted educational reform, presented the "biggest puzzle," he said, because test scores have dropped there.

The table indicates that the nationwide graduation rate in 1984, the latest year for which figures are available, was 70.9 per cent. Between 1982 and 1984, the graduation rate increased in 39 states.

Copies of the chart are available free of charge from the Public Affairs Office, U.S. Department of Education, Room 2097, 400 Maryland Avenue, S.W., Washington 20202.

College Admissions Test Scores by State, 1985

	Test	Average score	3-year change	Per cent tested
Alabama	ACT	17.6	+0.4	51.5%
Alaska	ACT	17.6	-1.1	36.6%
Arizona	ACT	18.7	0.0	38.3%
Arkansas	ACT	17.4	-0.3	52.8%
California	SAT	904	+ 5	40.7%
Colorado	ACT	19.7	+0.1	60.4%
Connecticut	SAT	915	+ 19	68.3%
Delaware	SAT	918	+ 21	54.1%
D.C.	SAT	844	+ 23	53.4%
Florida	SAT	884	- 5	42.4%
Georgia	SAT	837	+ 14	50.4%
Hawaii	SAT	877	+ 20	48.8%
Idaho	ACT	18.8	-0.1	55.2%
Illinois	ACT	18.9	+0.3	61.3%
Indiana	SAT	875	+ 15	48.6%
Iowa	ACT	20.3	0.0	57.1%
Kansas	ACT	19.1	+0.2	62.1%
Kentucky	ACT	17.9	+0.4	51.9%
Louisiana	ACT	16.5	-0.2	60.7%
Maine	SAT	898	+ 8	51.5%
Maryland	SAT	910	+ 21	51.3%
Massachusetts	SAT	906	+ 18	65.8%
Michigan	ACT	18.9	+0.2	51.9%
Minnesota	ACT	20.2	0.0	29.5%
Mississippi	ACT	15.5	0.0	64.2%
Missouri	ACT	18.8	+0.1	48.9%
Montana	ACT	19.5	0.0	52.1%
Nebraska	ACT	19.7	-0.2	62.9%
Nevada	ACT	18.5	+0.2	43.6%
New Hampshire	SAT	939	+ 14	57.0%
New Jersey	SAT	889	+ 20	63.2%
New Mexico	ACT	17.5	-0.1	54.4%
New York	SAT	900	+ 4	62.8%
North Carolina	SAT	833	+ 6	48.8%
North Dakota	ACT	18.1	+0.3	66.9%
Ohio	ACT	19.2	+0.2	46.9%
Oklahoma	ACT	17.5	-0.1	51.3%
Oregon	SAT	928	+ 20	44.7%
Pennsylvania	SAT	893	+ 8	52.2%
Rhode Island	SAT	895	+ 18	60.0%
South Carolina	SAT	815	+ 25	46.3%
South Dakota	ACT	19.3	+0.2	62.3%
Tennessee	ACT	17.6	+0.1	52.6%
Texas	SAT	878	+ 10	36.1%
Utah	ACT	18.9	+0.5	64.0%
Vermont	SAT	919	+ 15	56.5%
Virginia	SAT	908	+ 20	53.6%
Washington*	—	—	—	—
West Virginia	ACT	17.4	0.0	47.8%
Wisconsin	ACT	20.3	-0.1	35.3%
Wyoming	ACT	19.4	+0.2	56.9%
U.S. average	ACT	18.6	+0.2	
	SAT	906	+ 13	

Note: The ACT (American College Testing Program's ACT Assessment) is scored on a scale from 1 to 36. The SAT (the College Board's Scholastic Aptitude Test) is scored on a scale from 400 to 1,600. For each state one score is given, depending on which test was taken by more students. The table shows the percentage of high-school graduates who took the tests.

* Omitted because fewer than 20 per cent of the graduates took either test.

SOURCE: U.S. DEPARTMENT OF EDUCATION

In Brief: Students

Ex-Student Sues University over Nude Photograph

A former University of Cincinnati student has sued the university and a professor of economics for the embarrassment he says he has suffered since a nude photo of himself, with a sombrero over his midsection, appeared on the professor's quiz while he was a student in the class.

The $100,000 suit was filed in Hamilton County Common Pleas Court, two years after the incident occurred. The former student, Marshall Goldstein, is now enrolled at another university, according to an official. Mr. Goldstein claims that he relocated because of the shame caused by the incident.

The professor, Sanford Kahn, was suspended by the university for three weeks without pay in June 1984 because of the incident.

Magazine Sues U. of Texas Over Distribution Ban

A student group has sued the University of Texas, claiming that the university violated its members' right of free speech and equal protection under the law by prohibiting the group from distributing its publication on the campus.

The Texas Review Society, which publishes a conservative magazine, is challenging a university rule that prohibits the distribution on the campus of any publication containing advertising, said Susan Dasher, a lawyer for the group. The university's student newspaper, the *Daily Texan*, is exempted from the rule, she said.

Coming March 19

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